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ABSTRACT

This book proposes a broad view of the college curriculum, suggesting that it be defined as an "academic plan." The plan included decisions about what, why, and how students learn; ways to determine whether students have learned what they are supposed to learn; and methods of using this information to improve the plan. Taking both a macro and a micro approach to curriculum and curriculum development, the book is organized in three parts, with figures and tables throughout enhancing the text. In Part 1 "Defining Curriculum," chapters include "From Influences and Assumptions to Action," "Defining Curriculum: An Academic Plan," "Curriculum Perspectives and Frameworks," "Recurring Debates about the College Curriculum," and "Calls for Curriculum Reform." Chapters in Part 2, "Developing Curriculum," include: "Creating Academic Plans," "Influence of Academic Fields," "Influence of Learners," "Selecting Instructional Processes," and "Evaluating and Adjusting Academic Plans." The chapter "Influence of Academic Fields" includes four cases that illustrate course planning for different types of fields: literature, biology, English composition, and business. Part 3, "Enhancing Curriculum," includes chapters on "Administering Academic Plans and Guiding Change," "Curriculum Changes in Progress," and "Shaping Curriculum Research and Practice." An appendix provides a timeline of U.S. curriculum trends from the 1600s to 1994. (Contains approximately 600 references.) (CH)

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